

the drug trade for a crime just as lucrative but with lenient penalties.

This body must make an example out of cargo thieves. We must let them know that they will not get away with just merely a slap on the hand. As sheriff's departments begin integrating special cargo theft task forces, we must arm them with the ability to prosecute criminals with stiffer penalties. Until we strengthen these laws, this 30-year-old crime wave will persist, threatening our ports, our roads and raping our economy of billions and billions of dollars.

MCGOVERN-DOLE PROGRAM CAN HELP ARAB STATES EDUCATE GIRLS

The SPEAKER pro tempore. Pursuant to the order of the House of January 7, 2003, the gentleman from Massachusetts (Mr. MCGOVERN) is recognized during morning hour debates for 5 minutes.

Mr. MCGOVERN. Mr. Speaker, last week the United Nations issued a report that some eight million primary school age children remain out of school in the Arab states, and 5 million of them are girls. The report also found that, when given the opportunity to go to school, the girls tend to have to repeat grades less often than boys and to complete their primary and secondary schooling more often.

The report covered 19 countries: Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen and the Palestinian Territories.

The report also reviewed overall literacy rates in these countries and found that one-third of the men and one-half of the women are still illiterate in the Arab states.

Iraq had the highest overall illiteracy rate of 61 percent, and Jordan was the lowest. The countries where female illiteracy are the highest are Iraq, at 77 percent, Yemen with 76 percent, Mauritania with 71 percent, and Morocco at 65 percent.

Mr. Speaker, we have long known that there is no greater key to economic development, lower birth rates and strengthening democracy than the education of girls. This result has been well documented by the World Bank, USAID and independent education and development organizations.

As part of our reconstruction efforts in Iraq, Afghanistan and throughout the Persian Gulf and the Arab world, the United States and the international community must emphasize the education of girls and the involvement of women in development decisions.

A proven method of increasing the numbers of girls who enroll and attend school is to provide meals in schools. The U.S. Department of Agriculture has a program with a proven track record of success in this area, the

George McGovern-Robert Dole International Food for Education Program, formerly known as the Global Food for Education pilot program.

A recent evaluation of the GFEI pilot program demonstrated its success at attracting more girls to school as well as involving their parents in their education.

Once the girls are at school, clearly we need to make sure they receive a good education, which we help promote through several USAID-funded education programs, carried out by a wide array of governments and non-governmental organizations.

But, first, we must encourage families to send their daughters to school; and the McGovern-Dole program is a proven program to attract girls, as well as the boys who are not currently enrolled in school, and to help them be better prepared to learn and study by providing a daily nutritious meal in the school setting.

We all know that hungry children do not learn as well as their well-fed counterparts. We know this from our own experience here in the United States and from studies done around the world.

This is the strength of the McGovern-Dole program. It attracts children to school by offering meals, and then increases their ability to learn by providing them at least one nutritious meal at school.

I have seen first-hand in many parts of the world how this school meal is often the only food many children can count on every day and that the school may be their only stable reality in a world of chaos and uncertainty.

Mr. Speaker, I have focused my remarks today on the Arab states, but gender inequity and education and child hunger are global issues. Bad as the statistics cited for the 19 Arab countries, matters are even worse in parts of Africa and Asia, and our response must also be global.

The GFEI pilot program was initially funded at \$300 million. Last year, over 70 bipartisan members of this House and every single Member of the other body called upon the administration to provide at least this amount of funding in fiscal year 2004 for the McGovern-Dole program.

I urge my colleagues on the Committee on Appropriations to make sure that the McGovern-Dole program is fully funded at \$300 million in fiscal year 2004. I further urge the committee to provide additional funds for the McGovern-Dole program and ensure that it is an integrated part of reconstruction efforts in Iraq, Afghanistan and elsewhere to increase the number of girls attending school and to decrease the incidence of hunger among children.

Mr. Speaker, I include the following for the RECORD.

EDUCATION IN THE ARAB STATES: FIVE MILLION GIRLS STILL DENIED ACCESS TO SCHOOL

PARIS.—Some eight million primary school-age children remain out-of-school in

the Arab States and five million of them are girls, according to a new report published by UNESCO. However, it finds that when given the opportunity to go to school, girls tend to repeat less than boys and to complete their primary and secondary schooling more often.

Prepared by the UNESCO Institute for Statistics, the Arab States Regional Report surveyed education in 19 countries—Algeria, Bahrain, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia, United Arab Emirates, and Yemen, as well as the Palestinian Autonomous Territories—with a total population of 270 million people, 39 percent of whom are under the age of 14.

It covers the 1999/2000 school year and consequently does not take into account the damage to education systems resulting from the conflicts in the Palestinian Autonomous Territories and Iraq, both of which, the report found, had reported relatively high levels of participation in schooling.

The report recognizes that "considerable investments" were made in education throughout the region over the past four decades and, as a result, many countries were close to the objective of getting all children into school. However, it also finds that gender parity (equal enrollment rates among boys and girls) had only been achieved in the Palestinian Autonomous Territories, Bahrain, Jordan, Lebanon and United Arab Emirates. Compared to other regions, the Arab States had better gender parity in terms of access to primary school than countries in Francophone Africa.

According to the report, 35 million children, 54 percent of them boys, attended primary school in the 1999/2000 academic year. This leaves nearly one child in five of primary age (one girl in four) still out-of-school. Djibouti was at the bottom of the ladder for enrollment, with only 30 percent of its primary-age children in school. It also had the biggest gap between enrollment rates of boys and girls in primary school, with only slightly more than 35 percent of primary age boys in school and just over 26 percent of girls.

On the other hand, the report shows that in all countries except Sudan, girls are less likely to repeat grades than boys in primary school. Regionally only six percent of girls repeated a year, as against nine percent of boys, although these figures mask big differences between countries. Jordan, for example, had the lowest overall rate of repetition (one percent), and Tunisia the highest (16 percent).

More than 90 percent of primary pupils throughout the region completed the primary cycle, however, girls had a slight edge in most countries except in the United Arab Emirates, where 93 percent of boys completed primary school compared to 92 percent of girls.

At the secondary level, states the report, some 22.5 million students of all ages, or 60 percent of the population of secondary school age (approx. 12-18 years), were enrolled in the survey year. Of this total just under 10.6 million, or 47 percent, were girls. Once again, these figures masked substantial differences between countries, and the report notes that participation rates in secondary education were considerably lower than primary schooling.

According to the report, primary pupils were most likely to make the transition to secondary school in Bahrain (98 percent), Jordan (97 percent), the Palestinian Autonomous Territories (96 percent), United Arab Emirates (96 percent), and Oman (95 percent). In Algeria and Tunisia, the report found that only two out of every three pupils made the move from primary to secondary school.

The report found that proportionally more girls than boys of secondary school-age were enrolled at this level. For example, 87 percent of secondary school-age girls were enrolled in Bahrain, as against 77 percent of secondary school-age boys. In Jordan, 78 percent of girls in this age group were enrolled, compared to 73 percent of boys in the same category.

As with primary education, girls also outshone the boys in all 13 countries that provided the relevant data, although the report signals that repetition rates at secondary level were generally high from both sexes. In Algeria, 31 percent of boys repeated compared to 24 percent of girls. In Tunisia, 20 percent of boys repeated against 17 percent of girls. And in Saudi Arabia, 12 percent of boys repeated and only six percent of girls.

Each of the countries involved has at least one institution of tertiary education. The report noted that, "a great many students [...] go abroad to complete their training," either to Europe and North America or in other Arab States.

During the survey year, some five million students were enrolled in tertiary courses, of home just over two million, or nearly 40 percent, were women. Women's participation in tertiary education was markedly less than that of men in Iraq, Djibouti, Morocco and the Palestinian Autonomous Territories.

Social Science, business and law are the most favoured subjects, and accounted for one third of students in the Palestinian Autonomous Territories. In Saudi Arabia, 50 percent of tertiary students chose education as their field of study, compared to only two percent in Morocco and Lebanon. Least favoured subjects were agriculture and services.

According to the report, a large proportion of the teaching staff through the region are women. They account for three-quarters of teachers at pre-primary level and 52 percent of primary teachers. Their numbers fall considerably at the territory level: data were not available for the survey years, but in 1998/99, they made up only 25 percent of the tertiary teaching force.

The majority of these teachers, according to the report, were qualified. The only country where this was not the case was Lebanon, where, for example, only one primary teacher in five met national-defined pre-service qualification standards.

Pupil teacher ratios vary greatly throughout the region, ranging from a low of 12 primary pupils per teacher in Saudi Arabia to 45 in Mauritania. The median for the 15 countries that supplied data is 23 pupils per teacher.

Private enrollments are very low in the majority of countries, except in Lebanon (66 percent in primary and 53 percent in secondary) and the United Arab Emirates (45 percent and 32 percent, respectively).

Public spending on education varies greatly from country to country. With 9.5 percent of its GDP devoted to education, Saudi Arabia is the region's biggest investor in education, followed by Tunisia (7.5 percent). On the other hand, the United Arab Emirates, Lebanon and Mauritania allocate only two to three percent of GDP to education. Percentages for the other countries range from 3.4 percent in the Syrian Arab Republic, to almost five percent in Morocco.

These figures represent a big increase in education spending through the region over the past four decades. This investment "has paid off", states the report: between 1960 and 1985 the time children spent in school increased by an average two and a half years.

The report also notes the number of women participating in the labour market greatly increased over the past 20 years, "although in general they have lesser-paid jobs than do men."

Nonetheless, it found that one man in three and one woman in two was still illiterate in the Arab States. Iraq had the highest overall illiteracy rate (61 percent) and Jordan the lowest (12 percent). The countries where female illiteracy rates were highest were Iraq (77 percent), Yemen (76 percent), Mauritania (71 percent) and Morocco (65 percent).

RECESS

The SPEAKER pro tempore. Pursuant to clause 12(a) of rule I, the Chair declares the House in recess until 2 p.m.

Accordingly (at 12 o'clock and 54 minutes p.m.), the House stood in recess until 2 p.m.

□ 1400

AFTER RECESS

The recess having expired, the House was called to order by the Speaker pro tempore (Mr. CULBERSON) at 2 p.m.

PRAYER

The Chaplain, the Reverend Daniel P. Coughlin, offered the following prayer:

Eternal is Your mercy, Lord, ever patient with our human ways. Grant success to the work of this Congress. Bless the very desire to serve You have placed in the hearts of these men and women as Members of the House of Representatives.

By representing the interests of the people and districts which have sent them here, they are lifted beyond self-interest. In caring for the interests of the entire Nation, they are stretched to a broader perspective.

As they dedicate themselves and their work together to You, Almighty God, they are drawn by Your universal love and pervasive justice both now and forever.

Amen.

THE JOURNAL

The SPEAKER pro tempore. The Chair has examined the Journal of the last day's proceedings and announces to the House his approval thereof.

Pursuant to clause 1, rule I, the Journal stands approved.

PLEDGE OF ALLEGIANCE

The SPEAKER pro tempore. Will the gentleman from Wisconsin (Mr. PETRI) come forward and lead the House in the Pledge of Allegiance.

Mr. PETRI led the Pledge of Allegiance as follows:

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

COMMUNICATION FROM THE CLERK OF THE HOUSE

The SPEAKER pro tempore laid before the House the following commu-

nication from the Clerk of the House of Representatives:

OFFICE OF THE CLERK,
HOUSE OF REPRESENTATIVES,
Washington, DC, May 16, 2003.

Hon. J. DENNIS HASTERT,
The Speaker, House of Representatives, Washington, DC.

DEAR MR. SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, the Clerk received the following message from the Secretary of the Senate on May 16, 2003 at 2:50 p.m.:

That the Senate passed without amendment H. Con. Res. 58.

That the Senate passed without amendment H. Con. Res. 128.

With best wishes, I am

Sincerely,

MARTHA C. MORRISON,
Deputy Clerk.

COMMUNICATION FROM THE CLERK OF THE HOUSE

The SPEAKER pro tempore laid before the House the following communication from the Clerk of the House of Representatives:

OFFICE OF THE CLERK,
HOUSE OF REPRESENTATIVES,
Washington, DC, May 16, 2003.

Hon. J. DENNIS HASTERT,
The Speaker, House of Representatives, Washington, DC.

DEAR MR. SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, I have the honor to transmit sealed envelopes received from the White House on May 16, 2003, at 12:15 p.m. and said to contain messages from the President whereby he submits a copy of a notice filed earlier with the *Federal Register*, continuing the emergency with Burma first declared in Executive Order 13407 of May 20, 1997, and whereby he submits a 6-month periodic report in accordance with 50 USC 1641(c) and 50 USC 1703(c) on the national emergency with respect to Burma.

With best wishes, I am

Sincerely,

MARTHA C. MORRISON,
Deputy Clerk.

CONTINUATION OF NATIONAL EMERGENCY WITH RESPECT TO BURMA—MESSAGE FROM THE PRESIDENT (H. DOC. NO. 108-72)

The SPEAKER pro tempore laid before the House the following message from the President of the United States; which was read and, together with the accompanying papers, without objection, referred to the Committee on International Relations and ordered to be printed:

To the Congress of the United States:

Section 202(d) of the National Emergencies Act (50 U.S.C. 1622(d)) provides for the automatic termination of a national emergency unless, prior to the anniversary date of its declaration, the President publishes in the *Federal Register* and transmits to the Congress a notice stating that the emergency is to continue in effect beyond the anniversary date. I have sent the enclosed notice, stating that the Burma emergency is to continue beyond May 20,